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ABSTRACT

Ten recommendations are discussed for implementing comprehensive arts education and integrated arts-in-education programs in Connecticut's public schools. The recommendations are as follows: (1) Connecticut students should receive arts instruction that ensures an understanding in all of the arts; (2) Connecticut school districts should provide appropriate arts staffing and other resources necessary for quality arts instruction for all students; (3) teacher and administrator preparation programs should include appropriate education and training in the arts to ensure their incorporation into all modes of instruction and curriculum; (4) the state department of education, the department of higher education school administrators, and teacher organizations and unions should develop teacher certification in drama and dance; (5) appropriate ongoing staff development should foster the incorporation of the arts into all instruction and curriculum; (6) periodic assessments in the arts should be developed; (7) arts education should be available to all postsecondary students; (8) schools should make use of community, regional, and state arts resources as a means of enriching the school curriculum; (9) the Connecticut Alliance for Arts Education should be formed; and (10) a collaborative (state, local, and corporate) funding program should be initiated to achieve the goals of the ABC Task Force. A 12-step plan of action identifying who is responsible for the implementation of each step and a discussion of detailed short term, long term, and ongoing actions concludes the document. (KM)

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THE ARTS IN EDUCATION

A REPORT BY

THE CONNECTICUT ARTS ARE BASIC TO THE CURRICULUM

(ABC) TASK FORCE

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(ABC) TASK FORCE

"The arts are at the core of who we are. Our youngsters have a right to their inheritance of civilization, creativity and critical choice."

Gary M. Young, Executive, Director, Connecticut State Commission on the Arts, 1981-1990
"The Arts: At the Center of Life and Education," Conference Address, March 23, 1989

This report is dedicated to the memory of Gary M. Young.

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"The arts are a basic part of education. They must be considered fundamental as they support and enhance the mission of a comprehensive program of instruction. To encourage this approach, the Connecticut State Department of Education and the Connecticut State Commission on the Arts have engaged Connecticut citizens in consciousness raising and conscience searching relative to the important role of the arts in education. The Department and the Commission have organized a number of opportunities to focus attention on the arts in 1990-91, The Year of the Arts in Education, and well into the decade."

Gerald N. Tirozzi
Commissioner of Education
State of Connecticut

John Ostrout
Acting Executive Director
Connecticut Commission of the Arts

EXECUTIVE SUMMARY

At long last our country is recognizing that the arts are basic to the education of all students. During the last few years, arts leaders and educators throughout the United States have been deluged with documents developed by state and national committees and agencies proclaiming the fundamental importance of the arts and arts-in-education in all aspects of teaching and learning.

The report of the Arts are Basic to the Curriculum (ABC) Task Force conveys the Task Force's determination and commitment to implement changes that have been too long in coming to Connecticut's schools. We are determined to have comprehensive arts education and integrated arts-in-education programs in all Connecticut schools. Our points of special interest and concern are:

- that arts media taught in public schools cover the full spectrum of the arts including drama, dance, music and video/film;
- that efforts must be made to identify and select artists from diverse cultures to fully serve the entire population of public school students;
- that schools expand the employment of professional artists as part-time artistic staff under the supervision of certified teachers; and
- that every student be required to complete two credits specifically in the arts for high school graduation rather than the one credit presently mandated.

Connecticut has several exemplary model schools and programs. The Wolcott Elementary School, the Betsy Ross Arts Magnet School, the Educational Center for the Arts and the Greater Hartford Academy of the Performing Arts have received much acclaim.

Since 1987, the Wolcott Elementary School in West Hartford has been developing school-wide integrated arts programming. Pupils have learned to read and write, to master mathematics and to develop social and group skills through experiences in the arts. Compelling evidence that children learn to read better through an integrated arts approach appears in the thesis of Dr. Plato Karafelis, Principal of the Wolcott School.

The Betsy Ross Arts Magnet School in New Haven is recognized as a standard-bearer of arts-centered education in the United States. In 1984, it received the Excellence in Education award from the U.S. Department of Education as one of the top 88 secondary schools in the nation. Students follow a course of study which combines arts and academic disciplines. Sharon Eisdale, Artistic Coordinator, states that the perspective each pupil gains from combining the arts and academics provides, "not only the ideas but also the desire and power to fulfill them."

Administered by Area Cooperative Educational Services (ACES), the Educational Center for the Arts in New Haven is the oldest continuously operating arts magnet school in Connecticut. The Center provides programs to students, on a part-time basis, in music, dance, theatre, visual arts and creative writing. Established in 1972, the program design was a collaboration of ACES, the New Haven Board of Education and the Arts Council of Greater New Haven.

The Greater Hartford Academy of the performing Arts, a program of the Capitol Region Education Council (CREC), was initiated to promote integration in the capitol region through high quality arts programming in the city. The faculty seeks ways to expand their students' experiences to develop self-esteem, appreciation of diversity and awareness of opportunities as they display their talents in dance, drama and music. A mechanism for promoting cultural understanding, the Academy draws half of its students from Hartford and half from the suburbs.

Other Connecticut schools are strongly encouraged to follow the examples of these schools. The establishment of an arts-centered school takes awareness, creativity, and commitment. It does not require major additional funding. This report outlines the necessary changes and the actions that must be taken to effect them. The Task Force contends that now is the time for Connecticut citizens to act on those recommendations. The partnership forged between the Connecticut State Department of

Education and the Connecticut State Commission on the Arts during the Task Force deliberations has created a momentum that can energize those who are committed to the changes advocated by the Task Force.

As stated by Gerald N. Tirozzi, Department of Education Commissioner, "Everyone in Connecticut must act as a catalyst for arts-in-education." People other than artists and art teachers must speak out about the importance of the arts in Connecticut education. Whether you are a school principal, a teacher, a parent, a student, a corporate executive, a legislator or a community leader, we invite you to join us in this cooperative effort to improve the education of our students by establishing the foundation for adequate arts and arts-in-education programs in all of our schools.

The report will reach professionals (teachers, principals, superintendents and artists), concerned citizens (parents, corporate executives, community leaders) and state legislators. The summary contains the essence of the information in the body of the report. The ABC Task Force considers the following items to be the most significant of the many important concepts, recommendations and action plans detailed in the full report.

RECOMMENDATIONS SUMMARY

Recommendation One

Connecticut students should receive arts instruction that ensures an understanding in all of the arts.

- Comprehensive course-to-course (sequential) instruction in all of the arts should be an essential part of the preparation of all students, kindergarten through Grade 12.
- School districts should develop and implement comprehensive plans for education in the arts that will provide the entire population of public school students with opportunities to experience all of the arts in our multi-cultural society.
- Children should participate in substantial training in the wide spectrum of all art media including: dance; drama; music; video, film and photography; and visual arts.
- Every student should be required to complete two credits specifically in the arts for high school graduation.

Recommendation Two

Connecticut school districts should provide appropriate arts staffing and other resources necessary for quality arts instruction for all students.

- Arts classes and electives should be scheduled so that arts education reaches the greatest possible number of students.
- Schools should provide appropriate facilities for arts instruction and presentation.

- School construction reimbursement guidelines should require and reward facilities that meet established adequate and appropriate arts educational criteria, including:

  - classrooms, rehearsal and practice rooms and studios;
  - auditorium/performance spaces, including support areas such as fly space, prop and costume storage, costume changing and makeup rooms;
  - visual arts display areas;
  - media labs; and
  - storage space.

Recommendation Three

Teacher and administrator preparation programs should include appropriate education and training in the arts to ensure their incorporation into all modes of instruction and curriculum.

- Universities should ensure that all prospective teachers and administrators develop a variety of arts skills equal to or beyond those outlined in *Connecticut's Common Core of Learning.*

- All teachers, including classroom teachers, should have preparation and experiences in the arts to enable them to incorporate the arts into their subject areas.

- Arts requirements should be included in the criteria for admission to teacher and administrator preparation programs. Remediation should be required for candidates who are deficient in the arts.

- A background in the arts should be an important criterion in the selection and employment of teachers.

Recommendation Four

The State Department of Education, the Department of Higher Education, school administrators, and teacher organizations and unions should develop teacher certification in drama and dance.

- Universities should develop programs to prepare teachers to teach dance, drama and video/film.

Recommendation Five

The State Department of Education and local school districts should ensure appropriate ongoing staff development to foster the incorporation of the arts into all instruction and curriculum.

- Preschool through Grade 8 teachers should have staff development training in the arts.

- Non arts teachers should have in-service training to help them integrate the arts into their teaching programs.

Recommendation Six

The Connecticut State Department of Education and local school districts should develop periodic assessments in the arts.

The arts are basic components of every student's preparation, and should be included in regular statewide assessments of basic achievement. Arts assessment should be comprehensive, and include:

- mastery tests of student achievement in the arts;
- identification of gifted/talented students in the arts;
- arts-in-education program evaluation; and
- arts program evaluation.

Recommendation Seven

Arts education should be available to Connecticut students at all postsecondary institutions.

- Every student should be required to complete two credits specifically in the arts for admission to Connecticut colleges and universities.

- Every Connecticut college or university student should be required to study one or more of the arts.

Recommendation Eight

Schools should make use of community, regional and state arts resources as a means of enriching the school curriculum.

- The employment by schools of professional artists as part-time artistic staff under the supervision of certified teachers should be expanded.

- Regular artist-in-residence programs should be established in all school systems.

- Artists should be carefully selected and trained to integrate their arts skills and experiences with school curriculums.

- Artists from the diverse cultures represented by Connecticut residents should be identified and employed by the schools.

Recommendation Nine

The Connecticut State Department of Education and local schools should work with the Connecticut State Commission on the Arts and professional arts organizations to foster arts education. Together they should establish the Connecticut Alliance for Arts Education.

- The Commission on the Arts, local arts agencies, community cultural centers and others should provide expanded training opportunities for artists in teaching methods, curriculum development and educational philosophy.

- These agencies should increase their efforts to identify and train culturally diverse artists and facilitate their placement in schools as arts-in-education resident artists.

- Professional arts organizations should play an important role in fostering arts education.
- The Connecticut Alliance for Arts Education should function as a strong statewide advocacy organization for arts-in-education.

Recommendation Ten

A collaborative (e.g., state, local and corporate) funding program should be initiated to achieve the goals of the ABC Task Force.

State, local and corporate agencies should:

- require schools and arts organizations to submit collaborative grant applications for funding through the Commission's arts-in-education program;
- implement a statewide funding program for school-based projects involving professional artists and the integration of the arts into the curriculum;
- increase funds for arts programs for underserved student groups;
- extend the existing 1 percent law, which requires 1 percent of state building funds be used to purchase art, to include state funds for art purchases in public school construction;
- encourage municipalities to enact local 1 percent laws to purchase art; and
- increase funding for professional artists involved in long term residencies, and/or enhancing teacher skills in the arts.

"Tomorrow's scientists and engineers need grounding in the arts to stimulate their curiosity and creativity — to help them perceive the world in new and different ways." Morris Tannenbaum, Vice Chairman and Chief Financial Officer, AT&T

"The arts play a vital role in the economic, spiritual, social, intellectual and recreational life of our state. We will continue to teach art in our schools, and we will improve our efforts to teach other school subjects through the medium of art. We lose touch with what is best about being human when we begin to lose sight of the fundamental importance of art in education and in our daily lives." Lowell P. Weicker, Jr., Governor, State of Connecticut

PLAN OF ACTION SUMMARY

Suggested Action Plan Steps	Responsible for Implementation
1. Develop in-service arts-in-education training programs for teachers and administrators.	Connecticut State Department of Education Connecticut State Commission on the Arts
2. Emphasize in-service programs to enable non arts teachers to integrate the arts into subject areas.	Local boards of education Administrators responsible for staff development
3. Explore possibility of development of a joint Institute for Teaching and Learning (ITL) to bring experts in the arts and humanities together to consider issues of cultural diversity and to develop action plans.	Connecticut State Department of Education Connecticut State Commission on the Arts Connecticut Humanities Council
4. Conduct in-service training in the arts accessible to preschool teachers.	Local boards of education Administrators responsible for staff development
5. Implement graduate programs to enable teachers to secure endorsements in dance, drama and video/film.	Connecticut colleges and universities
6. Inform arts agencies regarding culturally diverse artists; encourage increase in numbers of culturally diverse artists on rosters; give funding priority to arts-in-education applications involving culturally diverse artistic traditions.	Connecticut State Commission on the Arts
7. Establish arts collaboratives with local arts organizations to supplement existing arts curriculums to overcome possible limitations of staff and/or funding.	Local Connecticut school districts Arts organizations
8. Sponsor school and community presentations/mini-conferences to highlight the benefits of arts-in-education programs.	Local Connecticut school districts Teachers of the Arts Teachers of gifted/talented students Parent/teacher organizations Local arts agencies
9. Develop devices for measuring achievement in the Arts. Review and evaluate existing forms of assessment.	Connecticut State Board of Education Connecticut State Department of Education Appropriate staff
10. Organize parents at state level to become effective advocates for arts-in-education.	Connecticut Alliance for Arts Education
11. Conduct and publish periodic analysis of state funding and its impact on arts education in municipalities.	Connecticut State Department of Education Connecticut Alliance for Arts Education
12. Implement ABC Task Force recommendations.	Connecticut Alliance for Arts Education Existing local and state special interest groups, particularly parents groups

THE ARTS IN EDUCATION
A REPORT BY
THE ARTS ARE BASIC TO THE CURRICULUM TASK FORCE

INTRODUCTION

The Connecticut State Department of Education and the Connecticut State Commission on the Arts have established a strong partnership that will ultimately produce benefits for all Connecticut students. In declaring the 1990-91 school year as the "Year of the Arts in Education," these agencies are embarking on a journey that will move students into a bright future by ensuring the "complete" education of every Connecticut citizen. In preparation for designating the "Year of the Arts in Education," the Department of Education and the Commission on the Arts created the Arts are Basic to the Curriculum (ABC) Task Force. The mission of the Task Force was to:

- raise the awareness of the value of, and stimulate a commitment to the important roles of the arts-in-education by professional educators and the general public;
- develop a long range statewide plan for the arts in education in Connecticut;
- implement the recommendations contained in the 1986 *Arts Education Advisory Committee Report*;
- establish a working relationship among the Connecticut Commission on the Arts, the State Department of Education and other key players, that will be a model for other states; and
- develop models of integration between the arts and other educational disciplines.

The Arts are Basic to the Curriculum Task Force was convened on April 17, 1989. Gary Young, then Executive Director of the Connecticut State Commission on the Arts, and Gerald Tirozzi, Commissioner of Education, assembled a diverse group of people involved in the arts and education. The Task Force was comprised of 50 members representing elementary, secondary and college faculties and administrators, school board officials, art and music teachers and supervisors, arts administrators, corporate leaders, artists, State Department of Education consultants and State Commission on the Arts representatives. Their work, which produced the findings and recommendations of this report, advocates actions that they believe will have a positive, long lasting effect on the education of Connecticut students.

This report contains three main sections. The first, ***FUNDAMENTAL CONCEPTS***, is a summary of the accepted facts upon which the Task Force recommendations are based. The next section, ***RECOMMENDATIONS***, is a look toward the future of arts education and the arts-in-education in Connecticut. The final section, ***PLAN OF ACTION***, is a road map for moving into the future.

"Art establishes the basic human truths which must serve as the touchstones of our judgement." John F. Kennedy

THE ARTS IN CONNECTICUT SCHOOLS

Connecticut's General Statutes require that every public school district offer "planned, ongoing and systematic" instruction in the arts, and that every high school graduate must have completed at least one credit of course work in either the arts or vocational education. The arts, as defined by the Connecticut Department of Education, include dance, drama, music and the visual arts. All Connecticut school districts offer at least some programming in music and the visual arts, but in some districts the amount of that instruction falls far below the minimum time standards recommended by the State Department of Education. In several districts, that instruction ends in seventh grade or even earlier. Very few Connecticut students have opportunities to study dance or drama in any systematic fashion. Twenty-five percent of Connecticut's districts require one or more credits of arts study for high school graduation, but many students in other districts graduate without having taken any arts instruction beyond the elementary level.

Curriculum guides and other references issued by the State Department of Education also recommend that the arts be integrated into instruction in other areas of the curriculum. The six educators and the schools that received 1990 Connecticut State Annual Arts Awards exemplify the practice of using the arts to energize classrooms and make all instruction more effective. Unfortunately, such enlightened practices are not the norm. For most Connecticut students, arts-based instruction is limited to the brief periods they are allowed to spend with arts specialists.

Arts Education and Connecticut Arts Organizations, the report on the Connecticut State Commission on the Arts 1989 survey of the arts education activities of Connecticut's arts organizations, states that arts institutions have a stake in addressing the issues of basic, sequential training in the arts. The results of the survey indicate that many Connecticut arts organizations have involved schools in their program planning and operation. Connecticut arts organizations have proven remarkably responsive to providing access to arts experiences for minority and economically disadvantaged students, yet an analysis of sites by Congressional district reveals a serious imbalance in student access. The under-representation of minority artists poses a serious issue for programs which otherwise effectively address the needs of minority students.

The 1989 survey also revealed that, in 1988-89, Connecticut arts organizations delivered arts services to 200,000 public school students, an impressive record. However, the majority of these programs lasted less than one full day. This short-term exposure cannot provide the intensive involvement with the arts and artists that can have significant educational impact on students.

"...we believe that education in the arts is integral to helping our young people gain a sense of what civilization is, and how, as adults, they can contribute to it." Frank Hodsell, Chairman, National Endowment for the Arts

THE ARTS ARE BASIC

Whether you are a school principal, a teacher, a parent, a student, a corporate executive, a legislator or a community leader, the Task Force invites you to join in this cooperative statewide effort to improve the education of Connecticut students by establishing adequate arts and arts-in-education programs in our schools. This report has been compiled for every citizen who is concerned about the education and personal development of Connecticut's students. The Arts are Basic to the Curriculum (ABC) Task Force proposes a fundamental solution to the malaise affecting much of education today. Through this report, the Task Force wants to bring a strong message to the reader that the arts can no longer be overlooked as an essential educational component in the academic preparation of students. The arts are not "frills". They are basic forms of language and human expression and should be equally accessible to every student throughout Connecticut.

The publication of this report marks the culmination of several years of collaboration by dedicated Connecticut citizens who have worked together to establish the arts as a vital component of basic education in the state. It is the Task Force's intention to improve arts education for all students and to have the arts permeate the school environment in a way that enhances the learning of children across disciplines, keeps them in school, makes them excited to be in school and helps them to learn better while they are in school.

The Task Force maintains that the arts are basic to the education of all students. They adhere to the philosophy that the arts are important areas of study in their own right, and also can provide a powerful means of restructuring curriculums for maximum learning in, and positive attitudes toward, <u>all</u> areas of academic studies. The arts foster creativity and individual expression in each student. They are valuable tools for reaching and teaching all students. The arts not only enrich the learning of all students, the arts influence their entire being -- their humanity.

The Task Force asserts that the arts are essential to the overall development of all students. The arts directly influence the development of cognitive, affective, psychomotor and communication skills and encourages the full development of the brain by stimulating the use of both hemispheres. The arts help students achieve positive self esteem and foster skills for successful social interaction.

This report concentrates on the art forms of dance, drama/theater, music, video/film and visual arts. Creative writing and literature, traditionally included in language arts, already receive adequate attention in Connecticut schools. However, many of our recommendations also will apply to creative writing and literature.

Dance, drama and video/film are art forms in which most students in the United States receive little or no training. They are powerful art forms that are playing increasingly important roles in modern society and, therefore, are essential areas of study. Architecture is an important visual arts area that presently receives little or no attention, and also should be accessible to students.

Within our mission to improve arts education and enhance the quality of all educational experiences by using the arts, the Task Force endorses the purposes of the arts in education as outlined in the Connecticut State Board of Education's *Common Core of Learning*. Adopted as the Board's "standard of an educated citizen," the *Common Core of Learning* states that each high school graduate should be able to:

- express his/her own concepts, ideas and emotions through one or more of the arts (visual art, music, drama and dance);
- appreciate the importance of the arts in expressing and illuminating human experiences;
- understand that personal beliefs and societal values influence art forms and styles;
- identify the materials, processes and tools used in the production, exhibition and public performance of works of art, music, drama and dance;
- use and understand language appropriate to each art form when discussing, critiquing and interpreting works in the visual and performing arts; and
- identify significant works and recognize the aesthetic qualities of visual art, music, drama and dance from different historical periods and cultures.

The Task Force acknowledges the important contribution of the 1986 ***Arts Education Advisory Committee Report*** and has incorporated the Committee's recommendations into their Task Force findings.

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge." Albert Einstein

FUNDAMENTAL CONCEPTS

Throughout the history of human experience, the arts have played a critical role in the formation of the individual. The arts are mirrors of civilization. They represent, interpret and preserve the lives and actions of people and societies. Artists are civilization's most invaluable historians. From cave drawings to the Acropolis to modern opera, expressions of art have provided links to the past and to the future while enriching the lives of those they touch. John Ruskin, the English writer, makes this point: *"Great nations write their autobiographies in three manuscripts, the book of their deeds, the book of their words and the book of their art. Not one of these books can be understood unless we read the two others, but of the three the only trustworthy one is the last."*

Former Secretary of Education William J. Bennett, in First Lessons: A Report on Elementary Education in America, stated: *"The arts are an essential element of education, just like reading, writing and arithmetic . . . Music, dance, painting, and theater are keys that unlock profound human understanding and accomplishments . . . forms of artistic expression engage the mind, teaching lessons about order, proportion, and genius."*

The ABC Task Force concurs with Secretary Bennett's statement, and further adheres to the belief that the arts are basic to quality education. We present these Recommendations and Plan of Action based upon the following fundamental underlying concepts and understandings regarding the arts and arts education.

Role of the Arts

- ***The arts*** are a basic component of the education of all students.
- ***The arts*** provide a powerful way of enhancing the effectiveness of instruction in all subjects.
- ***The arts*** are an essential part of developmentally appropriate preschool experiences.
- ***Early arts*** instruction often results in extraordinary levels of achievement. Research indicates that ***arts*** abilities decline without early nurturing.
- ***The arts*** can provide uniquely successful ways of learning for many students who do not learn effectively through traditional means.
- Sixty-seven percent of Americans polled by Louis Harris in 1988 indicated that ***arts education*** belongs in the nation's classrooms alongside English, mathematics, science and social studies.
- The United States has become increasingly internationalized, both internally through immigration and externally through increasing dependence on the world marketplace. Familiarizing students with the ***artistic traditions*** of other cultures forms an indispensable part of the education of the new world citizen.

Funding

- Despite the apparent strong support for arts education among the public, ***arts education has suffered losses*** during the past two years in Connecticut.
- ***Inadequate funding*** is a major impediment to the development of increased collaboration between schools and community arts resources.
- Current state school ***construction reimbursement guidelines*** should encourage districts to create appropriate arts facilities.
- ***Appropriate funding*** will be necessary to realize all of the goals of the ABC Task Force.

Arts Instruction

- In ***music*** and ***visual arts***, the two art forms most commonly taught in Connecticut, districts offer little or no instruction in several important curriculum areas, such as architecture.
- With the limited time given to music and visual arts instruction in many schools, and the current lack of programs in dance, drama and video/film, few public schools are meeting the ***arts needs of their students.***
- ***The arts should be integrated*** into the teaching methods of the non-art classroom teacher.
- ***Instructional time*** in Connecticut schools is not adequate to provide students with a strong foundation in each of the art forms.

- The current length and structure of the school day make it difficult for a student to elect ***course-to-course (sequential) instruction in the arts***.

- Each student who aspires to a career in the arts should have ***equal access to instruction*** in order to prepare that student for admission to a quality post-secondary arts training institution.

- Successful arts education programs require ***specialized facilities for instruction and performance/presentation***.

Administrators

• ***School administrators*** need an understanding and appreciation of the arts to provide the instructional leadership and resources necessary for successful arts instruction.

• ***Arts administrators and program leaders*** are essential for districts to plan and provide systematic ongoing programs in the arts.

Teachers

- A large percentage of ***practicing teachers*** at all levels lack the background necessary to integrate the arts into their teaching.

- ***Preschool, K-8 teachers*** and ***administrators*** should have a well-rounded preparation that includes a strong background in the arts.

Arts Specialists

- The teaching of an arts discipline requires ***unique skills and knowledge***. Such a background can only be developed through intensive advanced study at the university level.

- Although there are commonalities within the arts, the differences between arts disciplines are significant enough to require ***teachers with specialized knowledge*** in each discipline.

- Effective teacher supervision and evaluation, instructional leadership, curriculum development and supervision of arts programs require ***specialized knowledge*** in the arts.

Underserved Students

- Students who are gifted/talented in the arts, those who aspire to careers in the arts, ***those who have disabilities and those attending vocational-technical schools*** may not have adequate opportunities for receiving arts education.

- Current state law requires districts to ***identify gifted and talented students***, but does not require programs in the arts to be planned or offered.

- When gifted and talented programs exist, they often fail to address the needs of ***artistically talented students***.

- ***Access to quality arts instruction*** should not be affected by a student's career plans or enrollment in vocational-technical schools.

Artists

- Artists working in the schools currently receive little or no ***training in educational methods or philosophies***.

- The survey of Connecticut arts organizations conducted by the State Commission on the Arts in Fall, 1989 indicates an ***under representation of minority artists*** involved in school enrichment and residency programs.

- ***Minority artists*** in the classroom can provide excellent role models for minority students and can effectively combat stereotyping.

Schools and Communities

- ***Boards of Education*** play critical roles in fostering arts-in-education initiatives. Their vision and commitment is essential to an expanded role for the arts in the improved schools of tomorrow.

- ***Parent/Teacher organizations*** have been, and will continue to be, among the most active practical and enthusiastic supporters of the arts in education.

- ***Community arts organizations*** possess expertise that can enrich the educational experiences of students in the arts and in other subjects.

- ***Arts organizations*** can and should become more involved with public schools.

- ***Citizens*** clearly need to organize and mobilize to support the basic role of the arts in education.

"It is art that makes life, makes interest, makes importance, for our consideration and application of these things, and I know of no substitute whatever for the force and beauty of its process." Henry James (in letter to H. G. Wells)

RECOMMENDATIONS

For several months the ABC Task Force met frequently, both in full session and in separate committees. The committees focused on three major subjects: curriculum, teachers and resources. The following recommendations were compiled from the committee's reports and endorsed by the full Task Force:

I. **Connecticut students should receive arts instruction that ensures an understanding in all of the arts.**

Comprehensive course-to-course (sequential) instruction in all of the arts should be an essential part of the preparation of all students. The Task Force encourages school districts to develop and carry out a comprehensive plan for education in the arts from kindergarten through Grade 12, providing children in the public schools with opportunities to experience all of the arts in our multicultural society. As an important part of their education, students should participate in substantial training in:

- dance;
- drama;
- music;
- video, film and photography; and
- visual arts, including architecture.

Legislation requiring arts instruction should be clarified to include all of the arts for students in kindergarten through Grade 8.

The Task Force believes that every Connecticut citizen should have competence in at least one arts area sufficient to be able to choose to continue active involvement in creation or performance of that art after graduation. To receive in-depth training in the arts, students should be required to complete substantial arts course work at the high school level.

- Every student should be required to complete at least two credits specifically in the arts for high school graduation.
- High schools not only should offer arts electives, but also ensure that there is sufficient time available for students to elect advanced instruction in at least one arts area.

The Task Force believes that public schools should provide all students with equal access to instruction in the arts.

- The amount of instructional time devoted to the arts should meet or exceed the minimum time recommendations for arts learning advocated in the Connecticut State Department of Education's *Guide to Curriculum Development: Purposes, Practices and Procedures.*
- Students should have opportunities for vocal and instrumental ensemble experiences beginning no later than Grade 5, and continuing through Grade 12.
- Students in the state's vocational-technical schools should receive arts instruction of equivalent quality to that provided by non vocational schools.
- Students with disabilities should receive arts instruction designed to meet their educational and developmental needs. Special schools for students with disabilities should provide arts instruction of equivalent quality to that provided by other public schools.

Additional funding should be sought for summer arts programs for the artistically gifted/talented student population in order to provide equal access to the arts for all qualified pupils.

Local school districts unable to provide a broad program of high school arts electives, or arts programs for gifted/talented and special needs students, should consider supplementing the basic program with arts magnet schools, Regional Educational Service Centers, professional arts organizations, universities and accredited summer arts programs.

II. **Connecticut school districts should provide appropriate arts staffing and other resources necessary for quality arts instruction for all students.**

The Task Force endorses the existing formulas, recommended by national associations of professional arts teachers, for determining the number of arts supervisor/coordinator positions on the district level. For each arts area, school districts should designate a program coordinator/leader who is a certified specialist in that area. Whenever possible, supervision and evaluation of each arts teacher should be conducted by a specialist in that arts area. The Task Force encourages school districts to provide appropriate stipends and/or assigned administrative time for each arts program leader.

Districts with small numbers of teachers in some arts areas may wish to adopt alternative strategies for supervision in the arts, such as contracting with a regional educational service center or with university arts education faculties.

Arts classes and electives should be scheduled in a manner that contributes to the best possible arts education for the greatest number of students. Districts should provide students with opportunities to elect Advanced Placement courses in the arts.

Schools should provide appropriate facilities for arts instruction and presentation. The adequacy of arts instructional facilities should be monitored when the State Department of Education conducts program compliance reviews in the arts. The Task Force suggests revising school construction reimbursement guidelines to require and reward facilities that meet established arts educational criteria, including adequate and appropriate:

- classrooms, rehearsal and practice rooms and studios;
- auditorium/performance spaces, including support areas such as fly space, prop and costume storage, costume changing and makeup rooms;
- visual arts display areas;
- media labs; and
- storage space.

We recommend that schools contact media artists and arts organizations to discuss the possibilities of developing residency programs using new technologies for arts instruction, incorporating such innovative techniques as computer-assisted art and music composition.

In addition to providing proper staffing, schools must provide conditions that make it possible to develop and improve arts instruction.

- Arts specialists should have primary responsibility for instruction in their arts areas.
- Arts specialists should have planning time equivalent to that of other teachers.
- Arts specialists should take active leadership roles in the incorporation of the arts into instruction in other subject areas.
- Arts specialists should have planning and teaching time built into their schedules in order that they may work collaboratively with classroom teachers and administrators.

III. Teacher and administrator preparation programs should include appropriate education and training in the arts to ensure their incorporation into all modes of instruction and curriculum.

The Task Force encourages universities to ensure that prospective teachers and administrators possess a variety of arts skills equal to or beyond those outlined in *Connecticut's Common Core of Learning*. We suggest that arts requirements be included in the criteria for admission to teacher and administrator preparation programs, and that remediation be required for candidates who are deficient in the arts.

The Task Force encourages the Connecticut State University system and non profit arts organizations to consider cooperatively developing internship programs for future teachers in arts organizations.

*An appropriate college preparation program should prepare **school administrators** to:*

- understand the nature and role of the arts in society;
- value the essential role of all of the arts in a balanced curriculum;
- understand the roles of arts curriculums and instruction in reaching global educational goals such as higher-order thinking and creativity; and
- understand the special role of the arts in meeting the therapeutic and non-arts needs of students with disabilities, and the potential role of music and art therapies in meeting those needs.

*An appropriate college preparation program should prepare **non-arts teachers** to:*

- understand the nature and role of the arts in society; and
- integrate the arts into their area of specialization, both to strengthen learning in their area and to reinforce learning in the arts.

*An appropriate college preparation program should prepare **pre-school through Grade 8 classroom teachers who major in arts** to:*

- understand the nature of the role of the arts in society; and
- demonstrate substantial skills and knowledge in at least one arts area of emphasis, and basic proficiency in at least one other arts area.

*An appropriate college preparation program should prepare **arts specialists** to:*

- understand the nature and role of the arts in society;
- understand the purpose of arts instruction in the public schools;
- understand issues of aesthetic criticism and history as well as production, performance and creation in their major arts area;
- meet the instructional needs of exceptional (both handicapped and talented) students in the arts;
- use technology to enhance instruction in the arts, including the use of video and computer technologies in arts areas where appropriate software and hardware exist;
- help non-arts teachers use the arts to enhance learning in other subjects;
- continue their involvement as practicing artists in their art form; and
- demonstrate basic proficiency in and understanding of at least one other art form.

*An appropriate college preparation program should prepare **arts supervisors** to:*

- demonstrate all of the competencies expected of school administrators (outlined previously);
- apply the Connecticut Teaching Competencies to their supervision and evaluation;
- develop and apply criteria for the supervision and evaluation of arts teachers;
- identify models of successful arts programs in their discipline, and adapt appropriate features of those models to their local programs;
- guide the development and improvement of K-12 arts curriculums;
- develop and apply instruments for the evaluation of K-12 arts programs;
- identify, evaluate, justify and obtain the resources necessary to provide a comprehensive arts education program; and
- interview and select potentially effective arts teachers.

In order to facilitate the integration of all of the arts into the curriculum, the Task Force recommends that:

- certification examinations for prospective preschool-8 teachers, social studies teachers and school administrators should include a significant arts component;
- university preparation of language arts or English teachers should include substantial course work in drama;
- university preparation of physical education and music teachers should include course work in dance;
- university preparation of social studies teachers should include the ability to understand, teach and incorporate the arts in an arts-in-humanities context;
- at least one of the two arts areas studied by K-8 classroom teachers who major in the arts should be dance, drama or video/film; and
- a background in the arts should be an important criterion for the selection and hiring of teachers and administrators.

Colleges and universities should provide additional incentives for quality teacher preparation in the arts.

- College faculty who supervise student teachers, develop pedagogical materials and/or present models of outstanding teaching should receive appropriate credit for such work in promotion and tenure decisions.
- Arts education faculty should be required, periodically, to teach at least one K-12 class. Load release time should be provided for this work.

IV. The State Department of Education, the Department of Higher Education, school administrators and teacher organizations and unions should develop teacher certification in drama and dance.

We encourage universities to develop programs designed to prepare teachers to teach dance, drama and video/film.

The Task Force believes that, until the subject of certification in the areas of drama and dance is addressed, incentives and requirements must be provided so that other teachers can deliver instruction in these areas.

V. **The State Department of Education and local school districts should ensure appropriate ongoing staff development to foster the incorporation of the arts into all instruction and curriculum.**

The Task Force believes that staff development training in the arts should be provided for all preschool through Grade 8 teachers. We urge the development of statewide coordinated in-service programs in arts education for all non arts specialists, classroom teachers and administrators. These programs should be conducted by arts educators and practicing professional artists trained in educational methods and philosophies.

We suggest that non arts teachers have in-service training opportunities designed to help them integrate the arts into their teaching and to acquaint them with community arts opportunities and resources. Other teacher/administrator in-service sessions might explore the role of the arts in the social, historical, cultural and aesthetic context of the diversity of society, and in the use of the arts in the classroom.

VI. **The Connecticut State Department of Education and local school districts should develop periodic assessments in the arts.**

The arts are basic components of every student's preparation and, therefore, should be included in regular statewide assessments of basic achievement. The Task Force recommends that arts assessment be comprehensive and include the following general categories:

- mastery tests of student achievement in the arts;
- identification of gifted/talented students in the arts;
- arts-in-education program evaluation; and
- arts program evaluation.

We suggest that student assessment in each of the arts should address the outcomes outlined in the *Common Core of Learning*, including the following areas:

- demonstration of higher-order thinking skills, including creative and critical thinking;
- understanding, appreciation and literacy;
- expression through performance and creation; and
- understanding of the value of the arts and arts experiences.

VII. **Arts education should be available to Connecticut students at all postsecondary institutions.**

The Task Force recommends that every student be required to complete two credits specifically in the arts for admission to Connecticut colleges and universities.

We encourage universities to offer credit toward degrees and certification *only* for university courses that go beyond the *Common Core of Learning* outcomes.

The Task Force believes that every Connecticut college or university student should be required to study one or more of the arts. We suggest that core humanities requirements in Connecticut colleges include integrative course work designed to help students understand the commonalities and differences among the arts and the role of the arts in the social, historical, cultural and aesthetic context of various societies.

VIII. Schools should make use of community, regional and state arts resources as a means of enriching the school curriculum.

Connecticut is fortunate to have a wealth of resources with which schools can associate in order to secure artist residencies, performances, guest lectures, exhibits and more. Regular artist-in-residence programs should be established in all school systems.

Artists must be carefully selected and trained for successful work with school-aged children. Artists are not automatically qualified as educators by virtue of artistic excellence.

- Important criteria for selecting artists are their abilities to communicate with students, to excite them about their art form and to motivate them to learn.
- Efforts should be made to identify and select artists from the diverse cultures represented in Connecticut.
- Artists-in-residence should receive training, prior to their school visits, that prepares them to integrate their arts skills and experiences with school curriculums, and to communicate successfully with the specific student populations and educators with whom they will work.
- The preparation of artists-in-residence should include opportunities to teach and to receive feedback that will enhance the quality of their teaching.
- The employment of professional artists by schools, as part-time artistic staff under the supervision of certified teachers, should be expanded.

Artist residencies should be planned in order that they can enhance local school curriculums and address identified needs. All educational experiences provided by outside arts organizations should be planned cooperatively by certified school personnel, the visiting artists and the leaders of the arts organizations.

IX. The Connecticut State Department of Education and local schools should work with the Connecticut State Commission on the Arts and professional arts organizations to foster arts education. Together they should establish the Connecticut Alliance for Arts Education.

The Task Force suggests that the State Commission on the Arts and the State Department of Education join together to initiate activities such as:

- sponsoring an annual schools/arts organizations conference to address issues of mutual concern;
- encouraging arts organizations to add board members from the educational community and involving them in educational planning activities;
- establishing a mentor system whereby administrators of model arts organizations can assist other organizations in the design and/or implementation of arts education programs;
- encouraging arts organizations and school districts to offer accredited apprenticeships that award Continuing Education Units (CEUs) for teachers;
- encouraging arts organizations to work with schools to create a system of for-credit independent study apprenticeships for high schools students; and
- creating an arts education resource directory to facilitate school/arts organization/artist collaboration.

We recommend that the State Commission on the Arts, local arts agencies, community cultural centers and others provide expanded training opportunities for artists in teaching methods, curriculum development and educational philosophy. These agencies should increase their efforts to identify and train culturally diverse artists and facilitate their placement in schools as arts-in-education resident artists.

We suggest that the State Commission on the Arts initiate systems and requirements that will facilitate activities such as:

- requiring residencies funded by the Commission reserve a minimum of one day for planning and in-service sessions; and
- adding a full-time arts-in-education position to the staff of the Commission.

The Task Force believes that professional arts organizations should play an important role in fostering arts education by:

- advocating strong arts programs in schools throughout the state and in local communities;
- making facilities, programs, personnel, information and other resources accessible;
- working with school districts to develop new programs that relate professional arts activities to the school curriculum;
- developing communication and establishing contacts with appropriate school personnel to facilitate cooperative relationships;
- providing advanced or specialized for-credit arts experiences for students;
- endorsing, supporting and implementing training programs for artists-in-residence; and
- providing experts to lead staff development workshops to enhance awareness and understanding in their arts specialty area(s).

The Task Force endorses the establishment of the Connecticut Alliance for Arts Education as a strong statewide advocacy organization that will conduct the following activities:

- explore means for stimulating arts organization activities in underserved areas of the state;
- support efforts by Connecticut arts organizations to provide performance and exhibition opportunities for public school students and teachers;
- coordinate advocacy efforts for arts education;
- develop advocacy training workshops for teachers, parents and arts organizations involved in arts education;
- publish a periodical to keep schools and arts organizations informed about model programs and developments in arts education, funding, legislation and other issues;
- create regional consortia (branches) of schools, parent/teacher organizations and arts organizations; and
- develop local private and public support for arts education activities.

X. A collaborative (e.g. state, local and corporate) funding program should be initiated to achieve the goals of the ABC Task Force.

The Task Force suggests that state, local and corporate agencies consider the following points:

- The Connecticut State Commission on the Arts should fund arts-in-education projects that facilitate the Task Force's goal of making the arts basic to curriculum.
- Schools and arts organizations should be required to submit collaborative grant applications for funding through the Commission's arts-in-education program.
- A statewide funding program should be implemented for school-based projects involving professional artists and the integration of the arts into the curriculum.
- Funds for arts programs for underserved student groups should be increased.
- The existing 1 percent law, which requires that 1 percent of state building funds be used to purchase art, should be extended to include state funds for art purchases in public school construction.

- Municipalities should be encouraged to enact local 1 percent laws, requiring that 1 percent of local building funds be used to purchase art, to provide an environment conducive to learning in schools and to make art more accessible to all citizens.
- Local school districts should be encouraged to consider aesthetic architectural criteria when designing and approving school facilities.
- Funding should be increased for professional artists involved in planning long-term residencies, developing comprehensive arts plans and/or enhancing teacher skills in the arts.

"It is urgently important that we...affirm the civic, moral and aesthetic dimensions of learning for our children and create in our schools a climate that enriches and inspires the human spirit through the arts." Ernest L. Boyer, President, Carnegie Foundation for the Advancement of Teacher

PLAN OF ACTION

Sensitive to the financial restraints imposed on school districts and state agencies, the Task Force proposes a Plan of Action for implementation of its recommendations that will not strain already tight budgets. The Task Force suggests short-term actions that require adjustments in priorities, rather than extensive additional funding, and long-term actions for which preparation can be made well in advance.

Implementation of this plan for the future will depend upon the successful collaboration of many people from diverse sectors. Administrators and teachers from preschool through university levels, members of related professional organizations, school boards, parent/teacher organizations, arts organizations, local arts agencies, artists, parents, students and the corporate sector must work cooperatively if the educational goals this report advocates are to be achieved.

It is the hope of the Task Force that everyone who reads the suggestions that follow will feel compelled to join in this campaign to elevate the arts in Connecticut to the important role they deserve as essential ingredients in the comprehensive quality education of our students. The agencies responsible for the implementation of each action are indicated in the following descriptions of suggested action steps.

SHORT-TERM ACTIONS: 1991 - 1992

- A publicity campaign should be mounted to focus on the special partnership of the **State Department of Education** and the **State Commission on the Arts** for their advocacy of the arts in education, and on the activities these agencies are sponsoring and suggesting. The campaign should include coverage in print media and radio and television, including a series of public service announcements and interviews.

- The **State Department of Education** and the **State Commission on the Arts** should sponsor a conference for administrators and members of boards of education to inform them of the recommendations of the ABC Task Force and to encourage them to assist in promoting implementation of the Task Force's recommendations.

- The **State Department of Education** and the **State Commission on the Arts** should include arts advocacy and fund-raising sessions as part of their annual conference.

- The **State Commission on the Arts** and the **State Department of Education** should establish a committee of qualified video/film artists and educators to outline curriculum and certification guidelines and program recommendations for video/film.

- The **State Commission on the Arts** and the **State Department of Education** should develop in-service arts-in-education programs for classroom teachers and administrators, to help them integrate the arts into curriculums; for special educators, to assist them in formulating Individualized Education Programs in the arts for their students; and for preschool school teachers to assist them in developing their curriculums.

- The **State Commission on the Arts** and the **State Department of Education** should develop criteria for artists who wish to work in arts-in-education programs.

- The **State Department of Education** should develop licensing programs in dance and drama, similar to those which exist for athletic coaches, to encourage quality extracurricular offerings.

- **The State Department of Education, dance and drama professionals, school administrators, physical education teachers, English teachers and arts educators** should confer regarding the best approach to endorsement/certification in dance and drama.

- Members of the **State Board of Education**, the **State Department of Education, school administrators** and **legislators** should meet to initiate steps for endorsement and/or certification in dance and drama.

- **Task Force members** and members of special interest groups such as the **Connecticut Alliance for Arts Education**, the **Connecticut Arts Educators Association**, the **Connecticut Music Educators Association** and others should make personal contacts for advocacy for arts programs with legislators, local school boards, administrators, teachers, media representatives and others.

- **Members of the ABC Task Force**, the **State Department of Education, music and visual arts consultants** and representatives from the **Connecticut State Commission on the Arts** should meet with members of the State Board of Education, Department of Education Bureau Chiefs and legislators to discuss the Task Force recommendations and their implementation.

- The **State Commission on the Arts** should reduce its funding match requirements for residencies from 50 percent to 25 percent in order to encourage and enable more schools to undertake longer-term programs. Special projects addressing special needs of underserved areas should be explored.

- The **State Commission on the Arts** should continue to conduct training seminars for culturally diverse artists.

- The **State Commission on the Arts** should inform arts agencies about culturally diverse artists and encourage these agencies to increase the cultural diversity of their artist rosters. It should give funding priority to arts-in-education applications which involve culturally diverse artistic traditions.

- The **State Commission on the Arts** should showcase culturally diverse artists at the Department of Education's and the Commission's March 1991 conferences.

- The **State Commission on the Arts** should support efforts by Connecticut arts organizations to provide performance and exhibition opportunities for public school teachers.

- The **State Commission on the Arts** should publish a resource directory of Connecticut arts organizations, highlighting arts education programs and the activities of regional arts and education institutions and national organizations such as the National Endowment for the Arts and the National Endowment for the Humanities.

- **Boards of Education and administrators responsible for staff development** should place added emphasis on in-service programs to help non arts teachers integrate the arts into subject areas.

- **School districts** should establish arts collaboratives with local arts organizations to supplement existing arts curriculums, which may be limited by lack of staff or funding.

- **Local school districts, teachers of the arts, teachers of gifted/talented students, parent/teacher organizations and local arts agencies** should sponsor school and community presentations or mini-conferences to enlighten parents and others about the benefits of the arts-in-education.

- The **State Department of Education** and the **State Commission on the Arts,** in conjunction with selected **arts advocacy organizations**, should form the Connecticut Alliance for Arts Education (CAAE). Preliminary steps, including incorporation and building an Alliance data base, should be accomplished prior to that meeting.

- The **Connecticut Alliance for Arts Education** should work with existing diverse local and state special interest groups, with an emphasis on parents' groups, to help implement the ABC Task Force recommendations.

- The **Connecticut Alliance for Arts Education** should begin discussions with legislators to determine feasibility of implementing the Task Force's recommendations.

- The **Connecticut Alliance for Arts Education** should explore possibilities of future National Endowment for the Arts funding.

LONG-TERM ACTIONS: 1992 - 1995

- **Connecticut** should implement a statewide funding program for school-based projects, involving professional artists, to further the integration of the arts into the basic curriculum. The Task Force recommends a categorical arts education grant at an initial funding level of $450,000. This translates into an expenditure of only $1.00 per student. No local matching funds should be required during the first year, 10 percent during year two, and 25 percent during subsequent years. The program should be administered by the State Commission on the Arts in cooperation with Regional Educational Service Centers.

- The **State Department of Education** should hire consultants who are expert in the areas of dance and drama education to work in collaboration with existing music and visual arts consultants.

- **University faculties and administrators** and staff from the **Departments of Education and Higher Education** should facilitate legislation that will implement arts requirements for teachers and administrators.

- The **State Board of Education and Department of Higher Education** should mandate that students in non arts teacher preparation programs take an arts course in order to meet the requirements for certification.

- **Boards of education** and **providers of Continuing Education Units (CEUs)** should conduct in-service training in the arts. Existing programs should be accessible for preschool teachers, and stipends made available to encourage their attendance.

- **Universities** should develop graduate programs to enable teachers to add endorsements in dance, drama and video/film.

- The **State Commission on the Arts** should increase funding of arts-in-education planning grants in fiscal year 1992, and should encourage applicants for funding under this category.

- The **State Commission on the Arts** should implement a special projects funding category for projects other than residencies and planning. This category should be piloted in 1992.

- The **State Commission on the Arts** should implement modifications to Arts-in-Education (AIE) program guidelines for the 1993 fiscal year to make the programs more accessible and to emphasize curriculum and teacher and artist training.

- The **State Commission on the Arts**, the **Department of Education** and the **Connecticut Humanities Council** should develop programs that place the arts in an interpretive context as recommended by the National Endowment for the Arts in its report, *Toward Civilization*.

- The **State Commission on the Arts** should explore the possibility of funding an arts-in-education assistant position through the basic National Endowment for the Arts' Arts-in-Education (AIE) state grant.

- The staff of the **Connecticut State Commission on the Arts** should propose modifications to arts-in-education program guidelines for fiscal 1993.

- The **State Commission on the Arts**, the **State Department of Education** and the **Connecticut Humanities Council** should explore the possibility of developing a joint Institute for Teaching and Learning (ITL) session which would bring experts in the arts and humanities together to explore issues of cultural diversity.

- The **State Department of Education**, the **State Board of Education** and appropriate staff should develop arts testing devices. As part of this effort, they should examine and evaluate existing forms of assessment.

- **Connecticut's associations of school boards** and **school administrators** and the **State Department of Education** should work with school administrators to include the arts in mastery testing.

- The **Connecticut Alliance for Arts Education**, in cooperation with the **State Department of Education** and the **State Commission on the Arts**, should assume responsibility for creating regional consortia composed of schools, parent/teacher organizations and arts organizations.

- The **Connecticut Alliance for Arts Education** should assist parents in organizing at the state level, and in becoming effective advocates for arts-in-education.

- The **Connecticut Alliance for Arts Education** should publish a periodical to inform schools and arts organizations about model programs and developments in arts education.

- The **Connecticut Alliance for Arts Education** should develop a legislative package for the 1993 legislative session to implement the recommendations of the Task Force.

ONGOING ACTIONS

- During the 1990/91 school year, and again in 1992, the **State Commission on the Arts** and the **State Department of Education** should sponsor a conference for teachers of arts, teachers of gifted/talented students, teachers of children with special needs, local arts agencies and artists to establish relationships and procedures that will foster implementation of ABC Task Force recommendations.

- **The State Commission on the Arts** should initiate artist-training sessions. The process should develop a core of master teaching artists and offer an introduction to classroom issues for other artists.

- **Universities, arts organizations, teacher unions, arts administrators, professional organizations** and others should work together to provide updated teacher preparation courses to meet the needs of future teachers and administrators.

- **School administrators, members of local arts agencies, members of local boards of education and the ABC Task Force** should visit corporations, Chambers of Commerce and others to secure corporate patrons and solicit business sector funding in order to promote support for the arts in the schools.

- The **Connecticut Alliance for Arts Education** should assume responsibility for advocacy training during 1992.

- The **Connecticut Alliance for Arts Education** should design and support legislation to strengthen the role of the arts in education.

- The **State Department of Education** should publish annually a list of suggestions for arts programs, ideas for incorporating the arts into basic curriculums, and other arts opportunities for educators and students.

- The **Connecticut Alliance for Arts Education** and the **State Department of Education** should conduct and publish periodic analyses of state funding and the impact of funding on arts education in municipalities.

"The arts are essential; the arts are not something to be thrown a bone after everything else is taken care of because everything else will never be taken care of." John Brademas, President, New York University

CONCLUSION

This report provides the rationale, recommendations and summary of opportunities to move the arts and arts-in-education in Connecticut into the next century. It is the hope of the Task Force that the reader will join with us and the key people and agencies mentioned in our **Plan of Action** to bring Connecticut students the quality education to which they are entitled. By giving the arts their rightful place in the modern curriculum of our students, we will nurture enlightened, educated, sensitive, cultured and humane adults. Together we can accomplish that which is necessary to create a brighter future for all.

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This report was compiled and edited by Joyce Schmidt, President, Creative Connections, Waterford, CT.

"Educating the mind without educating the heart is no education at all."

Aristotle (384-322 B.C.)